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THE FIRST CLASS QUESTIONNAIRE, CLASS OF 1980, (U)

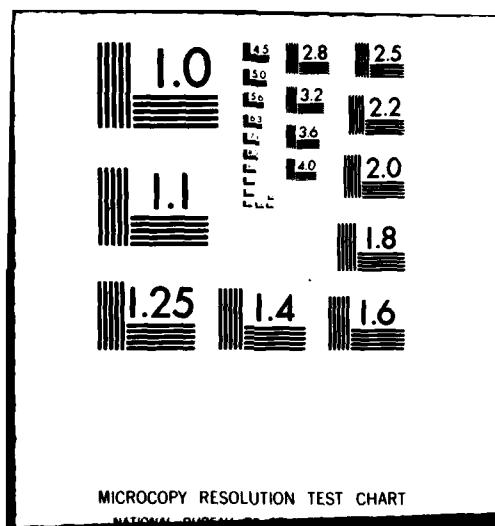
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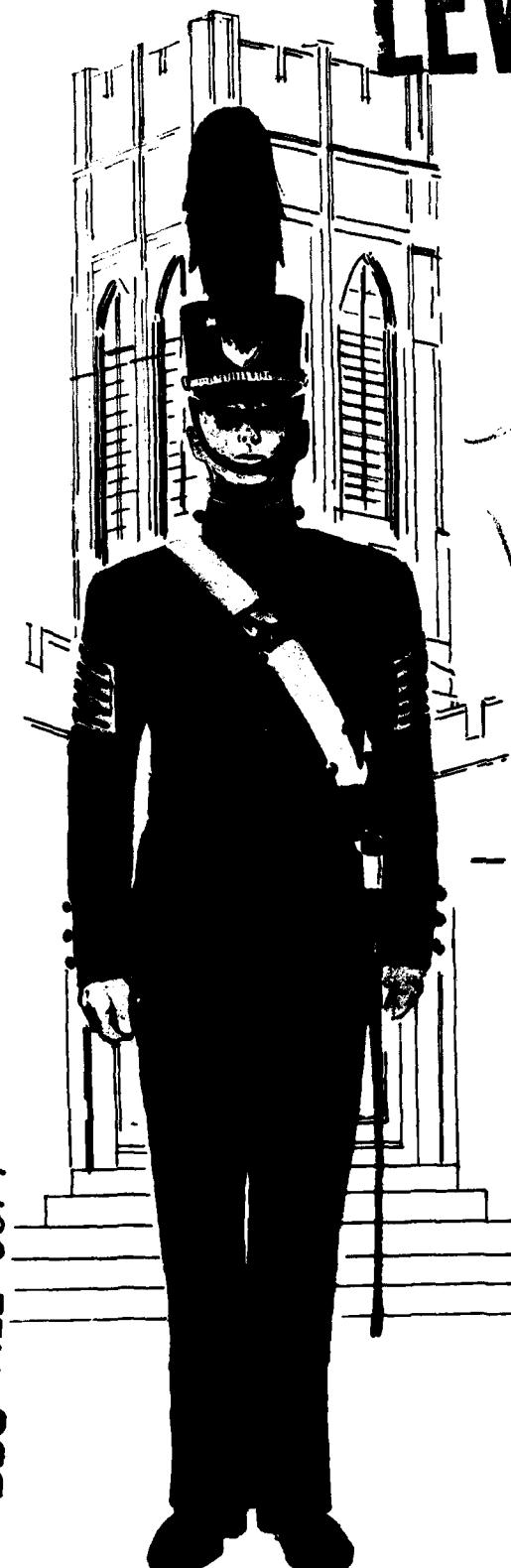
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WEST POINT, NEW YORK



THE FIRST CLASS
QUESTIONNAIRE,
CLASS OF 1980

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AUGUST 1980

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THE FIRST CLASS QUESTIONNAIRE, CLASS OF 1980

Report Number 80-012
Project Number 326
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August 1980

ABSTRACT

The First Class Questionnaire is given annually to each First Class prior to graduation to get an assessment of the four-year program and to develop trends in cadet attitudes.

This report lists the responses of the Class of 1980 to the First Class Questionnaire, administered by the Office of the Director of Institutional Research during the period 14-25 April 1980. Usable replies were received from 433 cadets.

Similar First Class Questionnaires have been administered in previous years. Questionnaires from 1957 to the present were reviewed. Whenever the same questions appeared in these previous questionnaires, the summary of the responses was included for comparison purposes.

NOTE: Any conclusions in this report are not to be construed as official U. S. Military Academy or Department of the Army positions unless so designated by other authorized documents.

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UNITED STATES MILITARY ACADEMY
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INTRODUCTION

The Office of the Director of Institutional Research normally administers questionnaires to the cadets at the U.S. Military Academy three times during the year: to the First Class during the Spring, to the new cadets shortly after they enter in July, and to all four classes during Reorganization Week. The First Class Questionnaire is given in order to: (1) obtain opinions of cadets before they graduate; (2) address specific areas of interest of activities at West Point; and (3) obtain trends of attitudes and opinions of successive classes. This report summarizes the responses of the Class of 1980 to the First Class Questionnaire given in the Spring of 1980.

METHOD

The First Class Questionnaire was administered to the Class of 1980 during the period 14-25 April 1980. There were no makeups given. Of the 657 cadets who were sent this questionnaire, 433 completed it for a return rate of 66%. Four cadets per company (144) were given a second instrument, the "Institutional Functioning Inventory," and 120 cadets were given a third instrument on "Perceptions" in place of this questionnaire.

The questions were developed by a variety of USMA activities. Packets containing a questionnaire booklet with a letter signed by the Director of Institutional Research, instructions for completion, answer sheet, and return envelope were distributed through the Message Center. Upon completion, cadets returned the questionnaires and answer sheets in the envelopes provided through the Message Center to ODIR.

RESULTS AND DISCUSSION

The responses to questions of general interest are shown in the Appendix. Results of certain questions of specialized interest were given to the researcher involved, and they will be reported in other projects.

Some responses particularly worthy of note are:

- a. Question #10 indicates that only 8% of the graduating cadets agreed that the chain of command performs many functions which should be done by the company tactical officer. In the Class of 1979, 22% agreed with this statement.
- b. A majority of cadets (63%) in the Class of 1980 thought that most academic courses attempt to cover too much ground in the time available (Question 14). This compares with 64% in the Class of 1979 and 58% in the Class of 1978.
- c. Higher academic degrees continue to be in the plans of cadets in the Class of 1980 where, like cadets in the past four graduating classes, over 95% expect to earn advanced degrees (Question 18). Also, a large majority (68%) of cadets in the Class of 1980 said that if they could reconsider their decision they would now come to the Military Academy (Question 4). This is the second highest percentage for any class in the last ten years.
- d. Question #15 shows that about 30% of the First Class thought interest in academics and the results attained would be higher if less time were required in class attendance and more time were made available for study, reading, and research. This compares with 36% of the Class of 1979.
- e. Only 24% of the cadets in the Class of 1980 thought the standards of achievement required by academic departments should be higher, while in the Class of 1979, 33% thought this.

f. Questions 19-27 pertain to the Honor Code and System. Eighty percent of the cadets feel that the standards of the Honor Code are realistic (Question #24), and 60% feel that the standards of the Honor System are realistic (Question #25).

g. Questions 28-30 pertain to Ethics and Professionalism. Fifty-four percent of the cadets thought the USMA curriculum had a moderate to strong positive influence in developing well-reasoned moral beliefs.

h. Questions 51-56 pertain to Physical Education courses. Seventy-eight percent of the male cadets thought that boxing was valuable or very valuable in their physical development, and 65% had a similar opinion of wrestling (Questions 51 & 52).

i. Questions 57-58 concern cadet use of the Officer's Club. Fifty-seven percent reported they were satisfied or very satisfied with the services offered at the Officer's Club (Question 58).

j. Questions 59-86 pertain to Project Athena, and results have been reported separately by Dr. Robert Priest of ODIR. Reference: Memorandum dated 9 July 1980, subject: Pre-Graduation Attitudes of Men and Women Cadets in the Class of 1980.

APPENDIX

SUMMARY OF RESPONSES

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DEPARTMENT OF THE ARMY
UNITED STATES MILITARY ACADEMY
WEST POINT, NEW YORK 10596

MAOR 326

14 April 1980

TO: MEMBERS OF THE CLASS OF 1980
SUBJECT: First Class Questionnaire

I know your time is extremely limited and valuable, but I ask that you please take about thirty minutes to complete the attached questionnaire. This year's questionnaire has been prepared in two versions. Each version samples portions of your class to obtain important information for use by the Military Academy in various institutional research projects. Giving careful thought and consideration to the completion of this questionnaire is important, especially since the samples for each version are relatively small, and analyses of the results could well have implications for changes in policies or operating procedures at the Military Academy.

The questionnaire is for research purposes only. No individual action will be taken on the basis of your responses, nor will the results be made a part of your record. When it has been completed, return it and the answer sheet in the envelope used to distribute the material. Please return the material through Message Center to "Office of Institutional Research" not later than 25 April.

I take this opportunity to express my appreciation for the time and effort you put into completing this questionnaire, and for the support you have given this office during your years as a cadet. Good luck in your career, and if we in Institutional Research can ever assist you, please let us know.

Incl
as


CARLTON E. BACON
LTC, AR
Director of Institutional Research

FIRST CLASS QUESTIONNAIRE - CLASS OF 1980

The principal purpose of this questionnaire is to collect information relating to graduating class attitudes and opinions pertaining to cadet experiences. The data collected will be used to analyze ongoing programs at the United States Military Academy, to study factors related to cadet performance, and to analyze trends in the data collected from different classes. The information obtained will be used only in statistical reports and will not become a part of your official record. Identifying information has been requested to permit correlation with information gathered from you at other times, e.g., Class Characteristics. Providing the information is voluntary. No action will be taken against those who do not complete the questionnaire. However, failure to provide the information will result in incomplete data and may prevent accurate interpretation.

Directions

1. In the envelope containing this booklet, you should have received an answer sheet (USMA Form 22-1).
2. Enter your name and initials at the top left of the answer sheet in the boxes indicated, and blacken the letters which match your name.
3. Enter your cadet number at the top right of the answer sheet in columns 1 thru 7, and blacken the numbers which match your cadet number.
4. Read each question and all its responses carefully before selecting your answer.
5. Mark your answers on the answer sheet. USE AN ORDINARY #2 PENCIL--not a ballpoint pen, not a test scoring pencil, and not an electrographic pencil.
6. Be sure that your answer marks are heavy and that you blacken the whole rectangle. Look at the example below:

1. 

7. If you decide to change an answer, erase the mark completely before entering a new one.
8. Check your answers once in a while to be sure that the number on the answer sheet is the same as the number of the question that you are answering. Note that the QUESTION NUMBERS GO ACROSS THE ANSWER SHEET IN ROWS, not down the answer sheet in columns.
9. Do not tear or fold the answer sheet.

Comments Page

If you have any comments on this questionnaire, write them on the last page of the questionnaire. Please indicate the question number upon which you are commenting. If necessary, use another sheet of paper to continue your comments.

RETURN THE BOOKLET AND COMPLETED ANSWER SHEET IN THE ENVELOPE USED TO DISTRIBUTE THE MATERIAL. JUST SCRATCH OUT YOUR NAME; WRITE "ODIR" ON THE ENVELOPE; AND RETURN THROUGH MESSAGE CENTER NOT LATER THAN 25 APRIL.

Thank you for your assistance and cooperation.

SUMMARY OF RESPONSES

1-3: Identified cadets by regiment, company, and sex.

USMA ENVIRONMENT

4. If you had it to do over again, would you have enrolled in USMA?

	Class									
	<u>1971</u>	<u>1972</u>	<u>1974</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1978</u>	<u>1979</u>	<u>1980</u>	
A. Definitely yes	20.1%	26.5%	31.3%	38.9%	25.9%	29.7%	32.0%	41.4%	37.2%	
B. Probably yes	27.2	28.4	31.7	27.4	28.8	24.4	25.8	27.9	30.7	
C. Undecided	11.6	14.8	12.1	13.2	13.4	15.7	13.7	7.7	9.9	
D. Probably no	24.1	19.5	15.2	15.3	20.8	16.4	16.8	13.0	16.6	
E. Definitely no	17.0	10.1	8.9	5.2	10.9	11.4	11.2	8.2	5.5	

For the Class of 1973 and for the Classes prior to 1971, the responses to this question were as follows:

	Class									
	<u>1957</u>	<u>1958</u>	<u>1959</u>	<u>1960</u>	<u>1961</u>	<u>1962</u>	<u>1963</u>	<u>1970</u>	<u>1973</u>	
A. Yes	88.2%	89.7%	90.0%	81.6%	88.3%	73.7%	63.4%	47.5%	49.3%	
B. Undecided	-	-	-	-	-	11.6	16.3	18.4	17.8	
C. No	11.8	10.3	10.0	18.4	11.7	14.0	20.3	32.4	32.9	

5. Your emotional feelings about West Point are best characterized by which of the following?

	Class				
	<u>1971</u>	<u>1972</u>	<u>1973</u>	<u>1974</u>	<u>1980</u>
A. I have a very strong attachment to West Point	21.9%	21.4%	24.3%	29.1%	33.7%
B. I have a warm but not very strong attachment	12.3	14.0	15.2	16.8	24.9
C. I have mixed feelings	37.4	37.4	34.8	34.0	26.3
D. I am more negatively than positively disposed	16.4	15.3	14.7	11.5	10.2
E. I thoroughly dislike it	10.5	11.1	10.9	8.1	4.6

6. At what point did you commit yourself to completing all four years at West Point?

	Class				
	<u>1976</u>	<u>1977</u>	<u>1978</u>	<u>1979</u>	<u>1980</u>
A. Upon entrance	48.3%	41.8%	34.8%	45.2%	41.8%
B. During or after Cadet Basic Training	5.0	5.8	3.4	2.9	3.0
C. During or after Fourth Class Year	-	-	5.5	6.3	8.1
D. During or after Camp Buckner	6.5	4.4	2.7	0.5	2.5
E. During or after Third Class Year	12.4	9.9	7.9	12.0	9.5
F. During or after CTLT/CMST	22.0	15.9	21.0	16.4	14.1
G. During or after Second Class Year	5.4	1.7	2.1	5.8	6.5
H. At no specific time	-	19.1	20.6	10.1	14.6

7. Which of the following best describes your career intentions at the present time?

	<u>CL '80</u>
A. I plan to stay in the Army until retirement	12.7%
B. I plan to stay in the Army beyond my 5-year obligation but am undecided about staying until retirement	21.7
C. I am undecided whether or not I will stay in the Army upon completion of my 5-year obligation	47.8
D. I will probably leave the Army upon completion of my 5-year obligation	14.6
E. I will definitely leave the Army upon completion of my 5-year obligation	3.0
F. I am not going to receive a commission	0.2

8. How frequently did your tactical officer counsel you this year?

		Class			
		<u>1977</u>	<u>1978</u>	<u>1979</u>	<u>1980</u>
A.	Too frequently	7.7%	6.4%	4.8%	6.2%
B.	About right	62.1	64.3	59.6	58.2
C.	Not enough	28.5	26.4	33.2	35.3

9. The company tactical officer performs many functions which should belong to the Cadet Chain of Command.

		Class			
		<u>1960</u>	<u>1961</u>	<u>1962</u>	<u>1963</u>
A.	Strongly agree	33.7%	28.3%	45.5%	21.1%
B.	Agree	23.2	28.3	30.6	20.7
C.	Undecided	10.7	13.9	9.6	37.9
D.	Disagree	24.7	22.6	10.1	18.0
E.	Strongly disagree	7.9	6.9	4.0	2.1

1969 1970 1974 1975 1976 1977 1978 1979 1980

36.1% 35.2% 34.3% 34.5% 19.1% 21.4% 26.9% 33.9%

32.1 35.3 27.8 20.3 27.3 29.3 22.2

15.2 13.4 12.4 15.2 14.0 14.9 17.8

13.8 12.9 20.7 25.6 26.7 21.2 21.0

4.0 2.4 3.3 4.6 17.9 9.9 6.3 5.1

10. The chain of command performs many functions which should be done by the Company Tactical Officer.

		Class			
		<u>1977</u>	<u>1978</u>	<u>1979</u>	<u>1980</u>
A.	Strongly agree	20.8%	8.4%	9.1%	3.2%
B.	Agree	19.8	27.6	12.5	4.4
C.	Undecided	16.7	18.9	13.0	18.0
D.	Disagree	27.5	32.0	46.2	45.7
E.	Strongly disagree	13.3	12.4	17.8	28.6

11. The active duty service obligation incurred during First and Second Class years causes many of the Third Class year and Second Class summer resignations.

		Class			
		<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1978</u>
A.	Strongly agree	26.0%	28.7%	33.3%	29.5%
B.	Agree	44.9	48.8	42.8	46.6
C.	Undecided	15.3	9.6	9.7	9.6
D.	Disagree	10.4	10.9	7.7	10.6
E.	Strongly disagree	2.7	1.9	3.9	3.1

30.8% 42.3 42.3 40.9

10.1 16.4 12.5 14.8

2.9 6.2

12. A cadet should be left more on his own to "sink or swim."

		Class				
		<u>1960</u>	<u>1961</u>	<u>1962</u>	<u>1963</u>	<u>1969</u>
A.	Strongly agree	36.5%	25.3%	27.8%	18.4%	21.3%
B.	Agree	33.9	32.4	32.8	20.9	35.2
C.	Undecided	10.2	15.5	13.3	35.8	13.7
D.	Disagree	14.9	18.9	18.7	20.9	24.1
E.	Strongly disagree	4.5	7.9	7.1	3.3	4.9

13. In general, academic courses are well-conducted and stimulating.

		Class				
		<u>1959</u>	<u>1960</u>	<u>1961</u>	<u>1962</u>	<u>1963</u>
A.	Strongly agree	8.1%	7.3%	8.6%	4.5%	3.1%
B.	Agree	46.7	45.2	45.4	42.1	38.5
C.	Undecided	13.2	16.9	15.3	17.8	15.9
D.	Disagree	26.4	24.8	24.6	27.1	34.1
E.	Strongly disagree	5.6	5.8	6.1	7.6	8.2

14. Most academic courses attempt to cover too much ground in the time available.

		Class				
		<u>1960</u>	<u>1961</u>	<u>1962</u>	<u>1963</u>	<u>1969</u>
A.	Strongly agree	23.9%	27.3%	20.9%	27.6%	14.8%
B.	Agree	37.9	38.7	39.4	44.1	36.9
C.	Undecided	10.9	11.8	12.8	10.6	17.8
D.	Disagree	25.4	20.0	23.1	16.3	27.0
E.	Strongly disagree	1.9	2.2	3.0	1.0	2.5

15. Interest in academics and the results attained would be higher if less time were required in class attendance and more time made available for study, reading and research.

		Class				
		<u>1960</u>	<u>1961</u>	<u>1962</u>	<u>1963</u>	<u>1969</u>
A.	Strongly agree	13.2%	12.8%	10.1%	12.8%	15.6%
B.	Agree	15.4	19.3	16.3	20.9	23.6
C.	Undecided	14.9	11.8	13.3	17.4	16.5
D.	Disagree	37.7	37.1	41.8	36.0	35.4
E.	Strongly disagree	18.8	19.1	17.4	12.8	9.1

16. Standards of achievement required by academic departments should be higher.

	Class						1980
	1959	1960	1961	1962	1963	1974	
A. Strongly agree	9.1%	13.7%	11.8%	11.3%	12.1%	5.4%	7.4%
B. Agree	28.8	32.4	27.5	27.8	26.4	14.0	15.3
C. Undecided	23.4	21.7	25.7	25.1	23.0	28.9	29.0
D. Disagree	35.3	28.4	29.9	32.2	33.5	44.1	37.5
E. Strongly disagree	3.4	3.8	5.1	2.9	4.8	6.1	9.9

17. The won-lost record of Army Corps Squad teams contributes significantly to cadet morale.

	CL '69	CL '80
A. Strongly agree	28.5%	14.8%
B. Agree	39.9	32.8
C. Neither agree nor disagree	12.4	13.9
D. Disagree	13.4	23.6
E. Strongly disagree	4.9	15.0

PLANS FOR GRADUATE STUDY

18. What is the highest academic degree you expect to earn?

	1975	1976	1977	1978	1979	1980
A. Bachelor's Degree (B.S., B.A.)	3.0%	5.3%	4.4%	4.7%	5.3%	3.9%
B. Master's Degree (M.S., M.A.)	58.6	57.8	56.5	57.5	56.3	61.0
C. Doctorate (other than medical or law)	28.8	24.5	25.9	27.0	29.3	23.1
D. M.D., D.D.S., or D.V.M.	3.0	4.6	4.6	4.7	3.9	6.2
E. LL.B. or J.D. (Law)	6.0	6.6	7.0	4.0	3.4	5.3
F. Bachelor of Divinity (B.D.)	0.3	0.4	0	1.2	0.5	0.5
G. Other	-	-	-	0.3	-	-

HONOR CODE

19. The USMA Honor Code influenced my decision to attend the Academy.

CL '80

A. Strongly agree	11.3%
B. Agree	22.9
C. Neither agree nor disagree	23.1
D. Disagree	26.6
E. Strongly disagree	15.9

20. The Honor education I received during the past four years raised my standards of honorable conduct.

CL '80

A. Strongly agree	15.2%
B. Agree	33.0
C. Neither agree nor disagree	14.6
D. Disagree	22.4
E. Strongly disagree	14.6

21. My company Honor Representative helped me to form a favorable "honor attitude."

CL '80

A. Strongly agree	8.1%
B. Agree	24.0
C. Neither agree nor disagree	30.3
D. Disagree	27.0
E. Strongly disagree	10.4

22. Based upon my experiences during CTLT, I feel that the standards of ethical conduct I developed while at the Military Academy will be useful in regular Army units.

CL '80

A. Strongly agree	18.2%
B. Agree	41.3
C. Neither agree nor disagree	20.3
D. Disagree	13.2
E. Strongly disagree	6.5

23. I feel that current Honor procedures are fair.

CL '80

A. Strongly agree	19.9%
B. Agree	41.8
C. Neither agree nor disagree	16.9
D. Disagree	14.8
E. Strongly disagree	6.5

24. I feel that the standards of the Honor Code are realistic.

CL '80

A. Strongly agree	42.5%
B. Agree	37.4
C. Neither agree nor disagree	7.4
D. Disagree	6.7
E. Strongly disagree	5.8

25. I feel that the standards of the Honor System are realistic.

CL '80

A. Strongly agree	21.9%
B. Agree	38.3
C. Neither agree nor disagree	16.6
D. Disagree	12.9
E. Strongly disagree	9.9

26. I feel that the Honor Education Program was well-received by the majority of cadets.

CL '80

A. Strongly agree	3.2%
B. Agree	35.8
C. Neither agree nor disagree	24.5
D. Disagree	27.5
E. Strongly disagree	8.8

27. How frequently did the topics covered in the Honor Education Program during my four years address issues important to the Corps?

CL '80

A. Always	6.0%
B. Usually	48.7
C. Sometimes	35.6
D. Rarely	8.1
E. Never	1.4

ETHICS AND PROFESSIONALISM

28. To what extent has the USMA curriculum (in particular, psychology, philosophy, law, military history and leadership) assisted you in developing well-reasoned moral beliefs?

CL '80

A. Strong negative influence	2.1%
B. Moderate negative influence	3.7
C. Practically no influence	39.5
D. Moderate positive influence	45.3
E. Strong positive influence	8.8

29. To what extent has the USMA environment assisted you in your moral development?

CL '80

A. Strong negative influence	4.9%
B. Moderate negative influence	14.3
C. Practically no influence	22.6
D. Moderate positive influence	45.5
E. Strong positive influence	12.2

30. To what extent have officers assigned at West Point influenced you in your moral development?

CL '80

A. Strong negative influence	2.8%
B. Moderate negative influence	8.6
C. Practically no influence	28.4
D. Moderate positive influence	44.6
E. Strong positive influence	15.0

WRITING SKILLS

	Class	
	<u>1979</u>	<u>1980</u>
31. In my opinion, during my four years at the Military Academy, my writing skills have:		
A. Improved	79.3%	73.4%
B. Remained about the same	13.9	17.8
C. Declined	5.8	7.9
32. The advice most helpful to me in improving my writing skills was		
A. My instructors' cover comments on returned papers	19.2%	23.8%
B. Notes in the margin of my papers	15.4	17.3
C. Conferences with instructors	22.1	23.6
D. Classroom instruction	16.8	13.4
E. Cadet coaches	6.3	7.2
F. Other: _____	18.8	13.4
33. In my opinion, for me to improve my writing skills at West Point, I should have (select the one most important activity):		
A. Been assigned more writing	27.4%	28.6%
B. Been assigned less writing	7.2	4.9
C. Been required to write longer papers	4.8	4.2
D. Been required to write shorter papers	14.4	16.2
E. Taken additional upperclass writing courses	28.4	24.3
F. Other: _____	13.9	19.2
34. The following activity helped me the <u>most</u> in developing my writing skills.		
A. Core courses in English	48.2%	50.8%
B. Core courses in history	7.7	8.3
C. Core courses in social sciences	20.7	10.9
D. Other core courses (Specify: _____)	2.9	2.8
E. Elective courses	13.5	18.9
F. Official correspondence and papers that I prepared for my tactical officer or as a member of the chain of command	2.9	2.5
G. Other: _____	5.3	4.6
35. In comparison to underclass courses, I found that the level of sophistication of the writing required in 300-level and 400-level was:		
A. Considerably higher	16.4%	15.5%
B. Somewhat higher	47.1	36.7
C. About the same	30.3	40.9
D. Lower	5.3	5.8
36. In comparison with my official correspondence and chain of command communications, the level of expression I habitually used on writing homework assignments for academic courses was:		
A. Higher	47.6%	44.6%
B. About the same	40.9	44.8
C. Lower	8.2	9.2

	Class	
	1979	1980
37. In comparison with my official correspondence and chain of command communications, the level of expression I habitually used on writings, WPR's and other classroom writing was:		
A. Higher	32.2%	31.2%
B. About the same	51.4	48.3
C. Lower	13.9	19.4

AREA OF CONCENTRATION

38. What is your present area of concentration?

A. Applied Sciences and Engineering	35.4%	39.5%
B. Basic Sciences	8.2	14.8
C. Humanities	9.7	15.5
D. National Security and Public Affairs	31.3	21.7
E. Management (Interdisciplinary)	7.7	7.4
F. General	3.6	0.5

39. Which of the following most influenced your initial choice of academic area?

A. Information from my roommate(s)	1.4%	1.4%
B. Information (the "poop") from other cadets	7.2	3.0
C. My interest and previous success in courses involved in a specific academic field	65.9	69.8
D. Expected difficulties with the advanced courses in other areas	5.3	5.8
E. The characteristics of the instruction I received in courses related to each area	7.2	7.4
F. Differences in the assignment of grades in the courses related to each area	0.5	0.2
G. Other	10.1	11.8

40. Is your current area of concentration the one you originally selected as a Third Classman?

A. No, I changed my area and prefer my current area	16.3%	14.3%
B. No, I changed; but I now think my original area or another area would have been better or just about as good	4.3	2.1
C. Yes, I tried to change my area, and was unable to do so	1.8	0.7
D. Yes, but now wish I <u>had</u> tried to change it	18.6	17.8
E. Yes, and would choose my current area again if I had to do over	58.9	64.2

41. If you changed your area of concentration, or if you wanted to change, what was your primary reason? (select one)

A. Thought I would enjoy the courses in another area more	15.4%	13.2%
B. Dissatisfied with my performance in my area	6.2	9.5
C. To prepare myself better for my chosen branch	3.6	3.2
D. To improve my chances for selection to receive advanced civilian schooling	5.6	4.6
E. To improve my preparation for another career after I leave the military service	7.7	9.2
F. Had no desire to change	48.7	52.2
G. Other	4.6	4.2

	Class	
	<u>1979</u>	<u>1980</u>
42. If you had it to do over again, which area of concentration would you select?		
A. Applied Sciences and Engineering	30.3%	35.1%
B. Basic Sciences	9.2	16.4
C. Humanities	5.6	11.8
D. National Security and Public Affairs	26.7	23.1
E. Management (Interdisciplinary)	10.3	10.2
F. General	6.7	2.1
43. Degree of satisfaction with the personal counseling services provided by the Academic Department to which you were assigned for Academic Counseling.		
A. Very satisfied	15.9%	26.8%
B. Somewhat satisfied	18.3	29.3
C. Neutral	26.0	15.0
D. Somewhat dissatisfied	15.4	9.9
E. Very dissatisfied	10.6	8.8
F. Did not receive counseling from an Academic Department	11.5	9.7
44. Which source was most important to you for making key academic program decisions, such as area of concentration/field of study selection, core course options, and electives?		
A. The Redbook	39.5%	43.9%
B. My Company Academic Counselor(s)	4.6	1.2
C. My Departmental Academic Counselor(s)	6.2	14.6
D. Other cadets	16.9	17.8
E. My Company Tactical Officer	0.5	0.9
F. Other Staff & Faculty members such as instructors, sponsors, coaches	14.4	17.3
G. Other sources	9.7	3.9

ACADEMIC RESEARCH

45. Have you had the opportunity at USMA to investigate, experiment with, or research a concept, problem, or idea in greater depth than material presented in class or background material for class? (SELECT ONE)		
A. Yes, through an individual research elective lasting a semester or more for credit	10.3%	9.5%
B. Yes, through a class requirement, which required 6 hours or more of my time	55.9	48.5
C. Yes, on my own, without academic credit	7.2	6.9
D. No, but I would have liked to have had the chance	8.7	15.9
E. No, did not personally care to do such research	4.6	8.8
F. Both A and B, above	4.1	5.3
G. A, B, and C, above	5.6	4.6
No response	3.1	-

46-50. Would the following programs appeal to you if given the opportunity to research a concept, problem or idea in your area of concentration?

	<u>Class</u>	
	<u>1979</u>	<u>1980</u>
46. A reduced course load, to allow time for research on my own--no credit.		
A. Yes	38.0%	39.3%
B. No	57.4	60.1
No response	8.2	0.6
47. A program for credit in which money for equipment, supplies, etc., would be provided plus reduced course load. Final grade would depend solely on the basis of a research paper.		
A. Yes	54.4%	62.1%
B. No	36.9	36.7
No response	8.2	1.2
48. As a course requirement for an elective(s) in my area of concentration (time required not to exceed 1/4 of the semester).		
A. Yes	62.1%	73.4%
B. No	31.8	25.2
No response	6.2	1.4
49. As a free elective course of at least a semester in my area of concentration.		
A. Yes	71.8%	75.8%
B. No	20.5	22.9
No response	7.7	1.3
50. Do you know of any West Point faculty members who are doing research related to the courses they teach?		
A. Yes	76.9%	69.5%
B. No	10.3	10.2
C. Not sure	10.8	19.6
No response	2.0	0.7

PHYSICAL EDUCATION

51-53. Rate each combative course in terms of its value to you in your physical development.

	<u>Class of 1980</u>		
	<u>Male</u>	<u>Female</u>	<u>Total</u>
51. Boxing:			
A. Not applicable--I did not take the course	0.5%	94.1%	7.9%
B. Very valuable	45.2	0	41.6
C. Valuable	32.8	2.9	30.5
D. Borderline	10.4	0	9.5
E. Of little value	6.3	0	5.8
F. Of no value	4.8	2.9	4.7

Class of 1980

	<u>Male</u>	<u>Female</u>	<u>Total</u>
52. Wrestling:			
A. Not applicable--I did not take the course	2.3%	94.1%	9.5%
B. Very valuable	29.8	0	27.4
C. Valuable	35.6	0	32.8
D. Borderline	16.4	2.9	15.3
E. Of little value	9.8	0	9.1
F. Of no value	6.1	2.9	5.8
53. Self-defense:			
A. Not applicable--I did not take the course	75.8%	2.9%	69.8%
B. Very valuable	9.9	11.4	10.1
C. Valuable	8.2	11.4	8.4
D. Borderline	3.1	25.7	4.9
E. Of little value	1.3	40.0	4.4
F. Of no value	1.8	8.6	2.3
54. If I had to eliminate one of my required fourth Class physical education courses, it would be:			
A. Boxing	19.7%	17.1%	19.5%
B. Gymnastics	38.2	34.3	37.9
C. Self-defense	7.8	45.7	10.9
D. Swimming	3.8	0	3.5
E. Wrestling	30.4	2.9	28.1
55. If a pass/fail grade had been given for one of the carry-over sports offered as physical education courses during your 2nd & 3rd Class years, would you have altered your course selection?			
A. Yes	27.8%	42.9%	29.0%
B. No	53.5	45.7	52.9
C. Don't know	18.2	11.4	17.6
56. When you selected a carry-over sport during your 2nd & 3rd Class years, the most important consideration was:			
A. Who was teaching the course	0.5%	2.9%	0.7%
B. The grading policy	9.9	11.4	10.0
C. Learning a new skill	53.2	37.1	51.9
D. Previous skills and knowledge of the activity	26.8	40.0	27.9
E. None of the above	9.6	8.6	9.5

OFFICER'S CLUB

	Class of 1980
57. How often do you use the Officer's Club?	
A. Never--I am not a member	5.8%
B. 0-1 times a month	58.7
C. 2-4 times a month	32.3
D. 5-8 times a month	2.5
E. More than 8 times a month	0.2

58. Overall, how satisfied are you with the services
of the Officer's Club?

Class of 1980

- | | |
|---------------------------------------|------|
| A. Not applicable--I have not used it | 4.9% |
| B. Very dissatisfied | 8.1 |
| C. Dissatisfied | 15.1 |
| D. Borderline | 14.6 |
| E. Satisfied | 45.0 |
| F. Very satisfied | 12.3 |

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